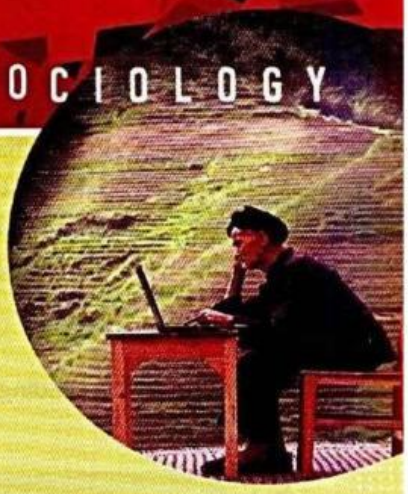
UNIT 4

SOCIOLOGY

A Changing World



In this unit, you will

- read how the young people of today will shape the future world.
- read about how changing family structures and the job market affect young people.
- review identifying definitions.
- increase your understanding of target academic words for this unit.

READING SKILL Identifying Cause and Result

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
assist						
AWL assume						
community						
AWL consequence						
AWL define						
AWL factor						
physical						
seek						
sufficient						
tradition						

AWL Academic Word List
Oxford 3000™ keywords

Outside the Reading What do you know about today's job market? Watch the video on the student website to find out more.

LIVEWORKSHEETS

www.irLanguage.com

READING 1

Before You Read

In small groups or with the whole class, discuss the following questions.

1. How are you and your friends different from your parents?
2. What will your life probably be like ten years from now?
3. What are some factors that may determine what your future will be?

Read

Information in this reading is from an online sociology journal.

www.irLanguage.com

Changing a Traditional Way of Life

Until recently, most people in China were farmers. Farming was the **traditional** way of life for Chinese people. Life was hard. Farmers did hard **physical** work. Each boy **assumed** he would be a farmer when he grew up. And each girl **assumed** she would become the wife of a farmer in the **community**. When the boys and girls grew up and got married, their lives were clearly **defined**. The man took care of the farm, and the wife took care of the home. Their aging parents lived with them because that was the **tradition**.

In the last 50 years, several **factors** have caused young adults to leave the farms. They are **seeking** jobs in a city. As a **consequence,** the **traditional** way of life in China is changing.

A traditional farming lifestyle

WHY YOUNG ADULTS MOVED TO CITIES

Television was one **factor** that drew young adults to the cities. Television showed young Chinese men and women how other people lived. They saw many ways to earn money in a city. City jobs seemed **physically** easier than farming.

LIVEWORKSHEETS

Money was another **factor** that drew young adults to the cities. Farming provided **sufficient** food to eat. Farming did not provide **sufficient** money to buy computers or cell phones. The young adults wanted money to buy modern things. Money from a city job helped them buy these things. They were also able to send money home. The money **assisted** their aging parents.

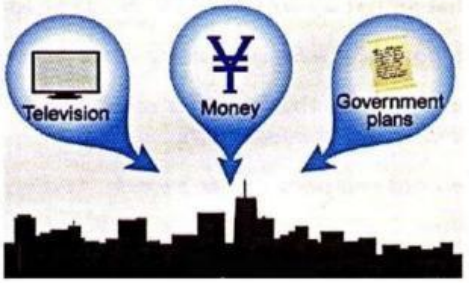
The economic goals of the Chinese government were another **factor**. Government leaders believed that China could not **define** itself as a modern nation if many people were poor and lived on farms. As a result, the government created a plan. The government would **assist** 300 to 500 million people to move from farms to cities by 2020. Many young adults were happy to leave the farm and move to a city.

Factory workers earned more money than farmers.

A CHANGING WAY OF LIFE

Soon the Chinese economy was growing. Factories in the cities offered low-paying jobs to the new workers. But the factory workers still earned more money than farmers earned. The products made in the factories were shipped to other countries. This brought money into the Chinese economy. As more people moved to cities, new jobs were created. More housing was needed. Workers were hired to build new apartments. Stores **sought** workers to **assist** with their growing businesses. Workers were also hired to build bridges and railroads for the growing cities.

Factors in the Growth of Cities



China expects that by 2020, nearly 60% of its people will be living in cities. Some of these will be new cities. They will be built near the farming areas. Land near the farming areas is cheaper to buy than land in a city. **Consequently**, factories will cost less to build there. Many workers will move to the new cities. However, some workers will be able to live in their old farm **communities**. They will ride a bus each day to their city jobs.

China is an example of a changing nation. It is changing from a **traditional** way of life to a modern industrial way of life. ■

LIVEWORKSHEETS

Reading Comprehension

Mark each statement *T* (True) or *F* (False) according to Reading 1.

___ 1. In the past, children assumed they would follow the traditional way of life.

___ 2. Young adults did not like physical labor. Consequently, they did not want to farm.

___ 3. Farming did not provide sufficient money for young adults to marry.

___ 4. Television was one factor that led young adults to seek jobs in a city.

___ 5. The government wanted China to be defined as a modern nation.

___ 6. New cities are being developed close to old farm communities.

___ 7. It is traditional for young adults to assist their aging parents.

READING SKILL Identifying Cause and Result

LEARN

Many sentences describe something that happened and explain why it happened.

These are sentences that describe the cause and the result of an event.

Kim bought a new cell phone because his old one didn't work.

Kim's old cell phone didn't work, so he bought a new one.

The cause: Kim's old cell phone didn't work.
The result: Kim bought a new cell phone.

Words that signal a cause include *because* and *since*.

Kim bought a new cell phone since his old one didn't work.

Words and phrases that signal a result include *so*, *therefore*, *as a result*, *as a consequence*, and *consequently*.

Kim's old cell phone didn't work. As a result, he bought a new one.

APPLY

The sentences below are taken from Reading 1. Work with a partner. Circle the signal word or phrase in each sentence. Then underline the cause.

1. Stores and restaurants sought additional workers because their businesses were growing.
2. Land there is cheaper than city land. Consequently, factories cost less money to build.
3. More houses were needed, so workers were hired to build them.
4. Government leaders believed that China could not define itself as a modern nation if most of the people were poor and lived on farms. As a result, the government created a plan to assist people to move from farms to cities.

With your partner, take turns reading these sentences out loud, but change the signal word to another one with the same meaning.

LIVEWORKSHEETS

REVIEW A SKILL Identifying Definitions (See p. 36)

Find the words *industrial* and *products* in your dictionary. Describe how they are related to the topic of changing the traditional way of life in China.

Vocabulary Activities STEP I: Word Level

A *community* is a place where people live, such as a small town or a section of a larger city.

*Several **communities** were without electricity during the storm.*

*We plants flowers along the sidewalks in our **community** every spring.*

A *community* can also be a group of people who live in a certain area.

*Our **community** welcomed the new family with gifts of food and flowers.*

A *community* can also be a group of people who have something in common, such as culture, interests, religion, type of work, etc.

*The Asian **community** in New York had a parade to celebrate the Lunar New Year.*

(See Oxford American Dictionary for learners of English, p. 142)

CORPUS

A. Work with a partner. Match the people on the left with the *community* they are part of. Take turns making sentences with the information.

1. students, professors, teaching assistants — 1 a. university community

   *Students, professors, and teaching assistants are part of the university **community**.*

2. people who live near an ocean — ___ b. business community
3. soccer players, basketball players, team owners — ___ c. health-care community
4. people from other countries — ___ d. science community
5. bankers, store owners, managers — ___ e. sports community
6. chemists, geologists, astronomers — ___ f. immigrant community
7. doctors, nurses, hospital aides — ___ g. beach community

LIVEWORKSHEETS

A *factor* is something that influences a decision or a situation.

*The broken traffic signal was a major **factor** in the accident.*

*One **factor** I didn't consider was the high cost of renting an apartment.*

(See Oxford American Dictionary for learners of English, p. 260)

CORPUS

B. **Work with a partner. Write an F before the *factors* that a company might consider when hiring a new computer programmer. Then take turns making sentences with the information.**

*One **factor** to consider is her programming experience.*

1. F her programming experience
2. ___ her education
3. ___ how many sisters she has
4. ___ the size of her shoes
5. ___ letters from her former company
6. ___ where she lives
7. ___ her knowledge of programs
8. ___ her ability to work long hours

To define a word means "to state the meaning of the word." The noun form is *definition*.

*What is the **definition** of a SIM card?*

*My dictionary **defines** it as a plastic card inside a cell phone.*

To define something can also mean "to explain the characteristics of something."

*Modern art is **defined** by its effective use of color and shapes.*

(See Oxford American Dictionary for learners of English, p. 191)

CORPUS

C. **Work with a partner. Match the word on the left with its *definition*. Check new words in your dictionary. Then take turns making sentences with the information.**

1. a prune — 1 a. a dried plum

*The **definition** of a prune is a dried plum.*

2. an oyster — ___ b. a boy or a man
3. a latte — ___ c. a type of shellfish
4. a jersey — ___ d. a drink made of coffee and hot milk
5. a dude — ___ e. the shirt part of a football uniform

Take turns with your partner to restate the sentences using *is defined as*.

*A prune is **defined** as a dried plum.*

LIVEWORKSHEETS

Vocabulary Activities STEP II: Sentence Level

A *consequence* is a result or effect of some action.

*The delay at the airport was a **consequence** of yesterday's storm.*

The adjective form is *consequent*.

*The heavy rain and **consequent** flooding caused a huge traffic jam.*

The phrase *as a consequence of* can be used within a sentence to show a result.

*Many of my classmates are without job offers **as a consequence of** the bad economy.*

The adverb form is *consequently*.

*Yuri missed the bus and **consequently** was late for work.*

(See Oxford American Dictionary for learners of English, pp. 153–154)

CORPUS

D. Complete the sentences with one of these words or phrases.

consequent	as a consequence of
one consequence of	consequently

1. The rapid growth of many cities and the _____ shortage of housing often requires two families to share an apartment.
2. Many young adults who move to cities are lonely _____ being away from their family and friends.
3. _____ a growing economy is the large number of job openings.
4. _____ increased automation, many factory workers are losing their jobs.
5. A person with a good education will _____ be qualified for many well-paying jobs.
6. The high cost of food is _____ living in a city.

Increased automation has caused many factory workers to lose their jobs.

LIVEWORKSHEETS

To seek something means "to look for something." The past tense of seek is *sought*.

*The rescuers spent hours **seeking** the boy who was lost in the mountains.*

*The police **sought** the driver who caused the accident.*

To seek something also means "to ask a person for something."

*I'm **seeking** donations to help the flood victims.*

*You should **seek** advice from a doctor.*

To seek can also mean "to try to achieve something."

*Farah will **seek** a degree in engineering at the university.*

*The governor **sought** a second term in office, but he lost the election.*

(See Oxford American Dictionary for learners of English, p. 644)

CORPUS

E. Rewrite each of the numbered sentences to include a form of *seek*.

1. Many young adults do not look for a job until they are over 18.
   *Many young adults do not **seek** a job until they are over eighteen.*
2. When I turned 18, I thought it was time to look for a job.
3. I decided to ask my father for some advice.
4. He described the first time he looked for a job.
5. He made the mistake of looking for a job that paid well.
6. He told me to look for a job that would teach me a skill.

F. Use the following words to complete the paragraph.

assist	community	physically	sufficient
assumes	consequently	factors	tradition

Mr. Cho works for an electronics store in a (1) _____ near the university. He hires clerks to (2) _____ the manager of the store. The store has a (3) _____ of selling the newest, most advanced electronic devices. Mr. Cho knows these devices are important to young adults. In fact, most of the store's customers are young. (4) _____, he wants to hire young adults. He (5) _____ that young customers will be more comfortable with young sales clerks. However, he does not want to hire anyone without (6) _____ knowledge of electronic devices. He also wants to be sure that anyone he hires is (7) _____ able to lift the heavy pieces of equipment. These (8) _____ guide Mr. Cho in hiring suitable workers.

LIVEWORKSHEETS

Before You Read

In small groups or with the whole class, discuss the following questions.

1. How important is it to have a good job before you marry?
2. What is a good age for marriage?
3. How would you define a traditional family in your culture?

Read

This article is from a popular news magazine.

Changing the Future

Young people in many Western cultures want to become independent. They want to live away from their parents. They want to have a job. They want to earn their own money. They want to get married. They want to have children. They want to have a home in a nice **community**. However, it is hard for young adults in many parts of the world to become independent. One **factor** is that they cannot find jobs.

WHY JOBS ARE HARD TO FIND

Automation is one reason why jobs are hard to find. Automation means that businesses use machines instead of people to do work. A shoe factory, for example, once needed many workers to cut leather and sew the pieces together. This was hard **physical** work. Now a machine can do this work. One machine can often do a job that once needed 20 workers to do. As a **consequence**, businesses have fewer jobs to offer.

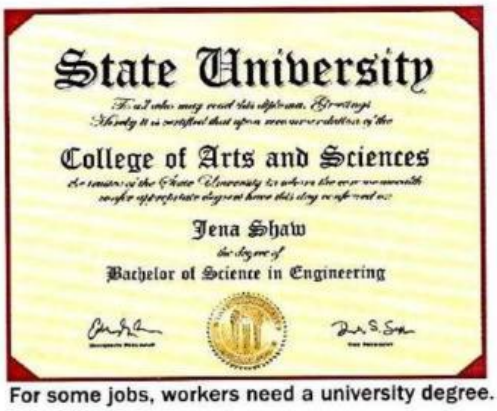
Another **factor** is that many jobs need workers with special training. For some jobs workers must have a university degree. Companies will not hire someone with **insufficient** training or without a degree. Training may take months. Earning a degree may take several years.

Workers did many jobs by hand that are now done by automation.

LIVEWORKSHEETS

Consequently, many young men and women cannot get a good job. They must first finish their training or education.

Finally, the world economy has had serious problems in recent years. Businesses in many countries are not hiring new workers. There are too few jobs and too many people **seeking** work. As a **consequence,** a large number of young adults cannot find jobs. They cannot earn **sufficient** money to support themselves or a family.

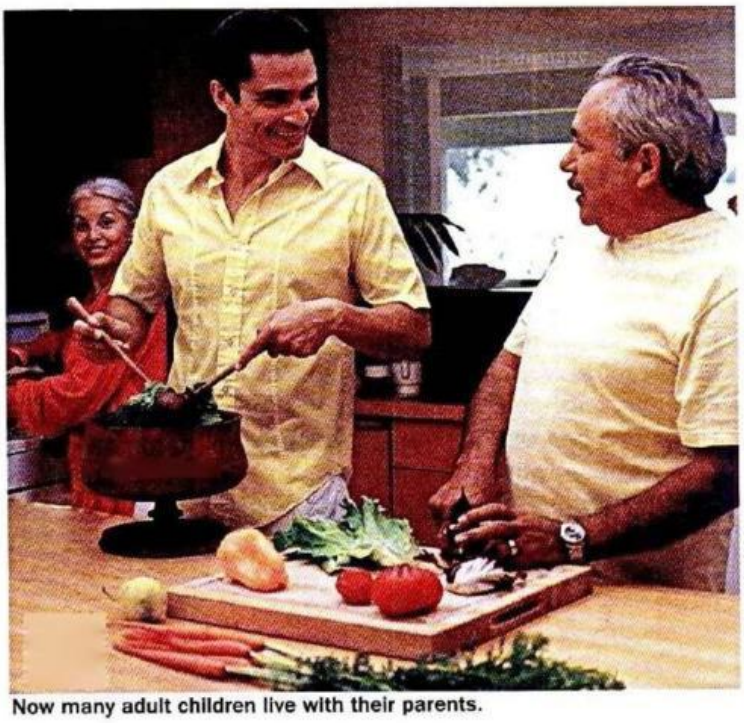


For some jobs, workers need a university degree.

CHANGES IN FAMILIES

The changing job market is changing the **traditional** Western family. Once, a **traditional** Western family was **defined** as a mother and father living together with their young children. This **definition** has changed. Now many adult children live with their parents until they are 30 or 40 years old. They cannot find a well-paying job. They need **assistance** from their parents.

Most young adults **assume** they will get married some day. However, they are waiting much longer than before. As a result, the percentage of single (unmarried) people is growing. In 1970, just 16% of people in the United States between the ages of 25 to 29 were single. This percentage grew to 55% in 2011. In Japan today, 61% of the men are single. The average age at marriage is rising in many countries, too. In both Libya and Greece, it is 32 for men and 29 for women. In China, it is 34 for men and 29 for women. In Sweden, it is 35 for men and 33 for women. Waiting to marry also means waiting to have children. Fewer babies are being born. This has caused a low birth rate in some countries. Lack of jobs and new marriage patterns are causing changes in many countries. ■


Now many adult children live with their parents.

LIVEWORKSHEETS

Reading Comprehension

Mark each statement *T* (True) or *F* (False) according to Reading 2.

___ 1. In the past, young adults did not want to assume adult responsibilities until they were 35–40 years old.

___ 2. A traditional Western family was once defined as a mother, a father, and their grown children.

___ 3. Many young people are delaying marriage. As a consequence, the average age for getting married is rising.

___ 4. Young adults who cannot earn sufficient money to be independent may need assistance from their parents.

___ 5. Young adults are seeking jobs that require hard, physical work.

___ 6. Delaying marriage is one factor that is causing a low birth rate in some countries.

___ 7. Marriage patterns and job patterns are changing in some communities.

READING SKILL Identifying Cause and Result

APPLY

Each sentence below states the result of something. For each, find the sentence or words in Reading 2 that states the cause of these results. Write the cause on the line.

1. Cause: _____

   As a result, businesses have fewer jobs to offer.

2. Cause: _____

   As a consequence, a large number of young adults cannot find jobs.

3. Cause: _____ has caused a decrease in the population in some countries.

REVIEW A SKILL **Identifying Definitions** (See p. 36)

Find the definitions of these words in Reading 2. Write the definitions on the line.

1. traditional Western family

   _____

   _____

2. single

   _____

LIVEWORKSHEETS

Vocabulary Activities STEP I: Word Level

Something *physical* is related to the body. (This is in contrast with something mental.) The adverb form is *physically*.

*Try to get some **physical** exercise every day.*

*Sufficient sleep is important for your **physical** health.*

*A **physically** disabled person may be unable to work.*

(See Oxford American Dictionary for learners of English, p. 524)

CORPUS

A. **Work with a partner. Mark each *physical* activity with a P. Mark each mental activity with an M. Then take turns making sentences with the items marked P.**

*Running a race is a **physical** activity.*

P running a race	___ playing tennis	___ walking up stairs
___ memorizing a poem	___ adding numbers	___ spelling words
___ washing a car	___ planting a garden	___ swimming
___ reading a newspaper	___ painting a fence	___ cleaning windows

A *tradition* is a custom or belief of a culture, a family, or a group. Often a tradition started long ago and is repeated over and over. The adjective form is *traditional*. The adverb is *traditionally*.

*One of our family **traditions** is playing chess every Sunday evening.*

*It is **traditional** for a Western bride to wear a white wedding dress.*

*The bride **traditionally** carries a bouquet of flowers.*

Traditional can also mean doing things in an old way rather than in a modern way.

*My mother was a **traditional** housewife who never held a job.*

(See Oxford Dictionary for learners of English, p. 773)

CORPUS

LIVEWORKSHEETS

B. **Work with a partner. Complete this paragraph by putting a form of *tradition* in each space. Take turns reading the completed paragraph.**

Birthday (1) _____ are very important to in my family. We always celebrate someone's birthday with a special cake. After we finish eating dinner, Mother brings out the (2) _____ birthday cake. (3) _____ the cake is chocolate with chocolate frosting. Another (4) _____ is to put an extra birthday candle on the cake. Yesterday, for my nineteenth birthday, I had twenty candles on my cake. (5) _____, the oldest person at the table lights the candles on the cake. That was my grandmother. Everyone sang a (6) _____ birthday song to me. Next, I had to blow out all twenty candles. Then Mother cut the cake. And I got the first piece, because it is our (7) _____ to give the first piece to the birthday person.

The adjective *sufficient* means "enough" or "as much as is needed for a certain purpose." The adverb form is *sufficiently*.

*Do you have **sufficient** sugar to make two cakes?*

*Is this box **sufficiently** strong to carry all your books?*

(See Oxford Dictionary for learners of English, p. 730)

CORPUS

C. **A young woman is talking to her mother. Work with a partner to complete their conversation. Write *sufficient* or *sufficiently* in each space. With your partner, read the completed conversation.**

Katrina: It's time for me to be independent. This afternoon I found a good apartment to rent.

Mother: Is it (1) _____ close to your job?

Katrina: Yes, and there is (2) _____ parking for my car.

Mother: That's good, but is it safe? Is the outside (3) _____ lighted at night?

Katrina: Yes, Mother. And the kitchen is (4) _____ for the cooking I do.

Mother: Is the closet space (5) _____ large to hold all of your clothes?

Katrina: I hope so. And there is (6) _____ room for my big desk.

Mother: Do you have (7) _____ money to pay the rent?

Katrina: Yes. Do you have (8) _____ time tomorrow to go see it with me?

LIVEWORKSHEETS

Vocabulary Activities STEP II: Sentence Level

The verb *to assume* has two different meanings. One meaning is "to believe that something is true even if you have no proof." It is almost always followed by a clause that begins with *that*. Sometimes *that* is omitted.

*I **assume** that the meeting will start at noon, as it always does.*

*Everyone **assumed** I wasn't home because I didn't answer the phone.*

A second meaning is "to begin to use power or to take over a position."

*The vice president **assumed** control of the company when the president retired.*

*I **assumed** the role of leader during the emergency.*

(See Oxford American Dictionary for learners of English, p. 41)

CORPUS

D. Rewrite the sentences in your notebook to include a form of *assume*. The first one has been done for you. Then with a partner, take turns reading the new sentences.

Lin is a young adult who worked in a city after graduating from a university. Now he has moved back to his parents' home. Here is a conversation Lin had with his father.

1. Father: I think that you tried to find a job.

   *I **assume** that you tried to find a job.*

2. Lin: I thought you knew that I had a job interview yesterday.
3. Father: I guess you didn't get the job.
4. Lin: No. The interviewer thought that I had a degree in chemistry.
5. Father: I suppose you told him your degree is in music.
6. Lin: Yes. I wasn't qualified to take on the position of Research Director.
7. Father: Lin, you have to take control of your life. Keep looking, and good luck.

To assist someone or *to assist* with something means "to help."

*The teacher **assisted** the child by drawing a picture.*

*Each year I **assist** with a food program for homeless people.*

Assistance is the noun form.

*The teacher's **assistance** helped the child understand.*

A person who provides help to someone is an *assistant*. Usually this is an official or paid position. When *assistant* is used before a position title, it suggests a higher professional status.

*The mayor's **assistant** distributed copies of the report.*

*The **assistant** manager described the goals for the coming year.*

(See Oxford American Dictionary for learners of English, p. 40)

CORPUS

LIVEWORKSHEETS

E. **Complete the following paragraph with forms of *assist*.**

Thanks to my parents, I now have a university degree and a good job. My parents (1) _____ me in several ways. First, they provided financial (2) _____ by paying for my university tuition. Then they (3) _____ me by helping me find a part-time job. Without their (4) _____, I never would have earned my degree in business. After graduating, I found a good job as the (5) _____ manager of a large store. My job is to (6) _____ the manager by supervising new workers and creating advertisements. Thanks for your (7) _____, Mom and Dad.

F. **Use the following words to complete the paragraphs.**

assist	community	define	physical	sufficient
assumed	consequently	factors	seek	tradition

University classes will begin tomorrow. Today there is a meeting for new students. The leader of the meeting asks the students to introduce themselves. He asks them to describe the (1) _____ that brought them to this university. He asks them to (2) _____ their goals.

Raul's father and grandfather graduated from this university. Raul is continuing a family (3) _____ by enrolling there. Raya says that all her life she (4) _____ that she would study medicine and become a doctor. She imagines herself in a white uniform saving sick children. Daniel's family is poor. They did not have (5) _____ money to (6) _____ Daniel by paying for the university. (7) _____, he had to borrow money from a relative. Daniel plans to work to repay the money. He hopes that he has the (8) _____ strength to work and study many hours each day. He hopes that after graduating he will have a well-paying job. Su Ling did not want to (9) _____ a university degree. She wanted to travel far away from the small (10) _____ where she grew up. However, her high school math teacher told Su Ling that she had a brilliant mind and must not waste it. She hopes to travel after she completes her university degree.

LIVEWORKSHEETS